



EYFS Progression Map

Nursery		Reception	
COMMUNICATION & LANGUAGE (CLL)	<ul style="list-style-type: none">• Explore a variety of stories, rhymes, poems and fiction linked to our theme• Share books throughout the session and during our daily story time.• Develop their listening and attention during story time.• Learn our good sitting, good listening, good looking and good talking prompts.• Engage in daily shared book-reading.• Extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities.• Explore new vocabulary which occurs frequently in books and other contexts.• Talk about what is happening and give their own ideas.• Become familiar with and grow to love a variety books, songs and rhymes.• Engage in a variety of story retelling activities to help us to retell, invent and tell their own rhymes, songs and stories.• Hear correct pronunciations modelled to them by teachers e.g. 'swimmed/swam'• Explore a variety of traditional and fairy tales.• Engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:• Engage in back-and-forth interactions with adults.• Talk with a partner before sharing ideas during our altogether learning time.• Explore 'I wonder' questions to encourage and promote thinking and challenges.• Engage in scientific investigations to explore their 'thinking'.		<ul style="list-style-type: none">• Introduce ourselves - say our name and what we like. How many people are in my family?• Listen and do during activities for a short amount of time.• Engage in daily shared book-reading.• Listen to instructions.• Add a story line to our role play.• Ask how and why questions...• Retell a story with story language.• Remember key points from a story.• Listen to visitors and respond in an appropriate way.• Expand vocabulary linked to our themes.• Use talk to sequence life cycles.• Explain how to look after caterpillars/butterflies.• Listen to stories accurately anticipating key events.• Express ourselves effectively using complex sentences, present, past and future tenses.• Use conjunctions when speaking in full sentences.



Nursery		Reception	
PHYSICAL DEVELOPMENT (PD)	<ul style="list-style-type: none">• Balancing, riding and ball skills.• Explore climbing frame confidently, safely and independently• Using large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags.• Team games• Introduce vocabulary for movement. For example, gallop, slither, lead, follow.• Introduce music and rhythm.• Finger strengthening activities• Outdoor loose parts play and creating with a purpose in mind. (tyres, large planks, wooden crates etc.)• Encouraging different ways of moving, crawling, walking, running etc.• Learn about safety when handling tools, and moving equipment and materials.• Create clear and sensible rules as a group. Learn to collaborate with others when managing large items.• Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers. Use hand over hand help until children can use them independently.• Pencil control activities, encouraging children to hold pencil correctly and with good control. Lots of opportunities for writing. (shopping lists, instructions etc.)• Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers.• Pencil control activities, encouraging children to hold pencil correctly and with good control.• Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers.• Pencil control activities, encouraging children to hold pencil correctly and with good control.		<ul style="list-style-type: none">• Manipulate objects with good fine motor skills• Draw lines and circles.• Develop pencil/paint brush hold.• Develop correct letter formation.• Independent toileting and washing hands.• Self-dressing – fastening coats/shoes independently.• Experiment with different ways of moving• Negotiate space• Begin to Travel with confidence• Refining fundamental skills• Manipulate objects with good fine motor skills• Draw lines and circles.• Develop pencil/paint brush hold.• Talk about aspects of good health (tooth brushing)• Travel under, over, around balancing equipment.• Using writing tools with a correct pencil grip.• Use writing tools effectively and form most letters correctly.• Gross motor skills: Preparing for sports day activities.• Exceeding- self dressing successfully managing fastening buttons or laces.



PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT (PSED)		Nursery	Reception
		<ul style="list-style-type: none">• Settling in – building relationships with friends and adults.• Learning to manage our feelings when separating from parents/carers.• Learning nursery rules.• reflect on the rules and routines we have been learning to follow.• Create our own visual reminders, for example take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group.• Invite professional people into the setting to talk about and show the work they do. For example, fire fighters, nurses, police men, post men etc.• Involve the children in creating a role play area linked to the theme – people who help us.• Encourage children to share their ideas within a group.• Talk about solving conflicts, being kind to others, sharing and turn taking.• Explore 'What if' questions.• Begin to talk about feelings and explore different situations from different points of view.• Talk together about how others might be feeling.• Transport and safety• Transition into Reception	<ul style="list-style-type: none">• Making friends.• Sharing• Understanding class rules.• Managing feelings when separating from parents/carers.• Carpet skills with increased learning behaviours.• Share photos of our celebrations and special times• Discussion of what makes us unique.• Confidence to speak to the class• Ask questions of others.• How to be a kind friend?• Who are people who inspire us?• What would you like to be when you grow up?• Adjust our behaviour to different situations.• Play cooperatively and take others ideas into consideration.• Transition into Year 1• Talking about change.• Talking about ourselves in a positive way – my likes and dislikes.• Meeting and introducing myself to my new teacher.



Nursery		Reception	
LITERACY - READING	<ul style="list-style-type: none">• Use instruments to recreate a sound from a given instruction.• Explore the sounds their bodies can make.• Follow instructions to recreate body percussion sounds.• Join in with songs and rhymes. Recognise that words rhyme.• Copy and keep a simple beat.• Join in and copy breaking words into syllables with a beat.• Make up their own rhyming words.• Break words down into syllables with a beat.• Explore initial sounds of words.• Match to objects with the same initial sound. Play with alliteration.• Explore different mouth movements and sounds.• Copy different voice sounds and mouth movements.• Make a variety of different voice sounds, including animal sounds.• Identify the initial sounds of words.• Blend and say a simple CVC and VC word after hearing it broken down.• Segment CVC and VC words into their individual sounds.• Start to blend the sounds of longer words.		<ul style="list-style-type: none">• Segment and begin to blend CVC words orally.• Recognise words that rhyme.• Clap out syllables in words.• Engage in story time and listen to new vocabulary.• Suggest words to rhyme together (real or pseudo).• Orally blend CVC words• Say the correct phoneme for the corresponding phoneme for some letters.• Listen to stories and have discussions about new/unfamiliar vocabulary.• Hear an say initial sounds in words.• Read Phase 2 and 3 CVC words and captions.• Listen to texts, discuss new vocabulary in small groups or with familiar adult.• Read Phase 3 words and captions.• Read captions consistent with their phonic knowledge.• Begin to read Phase 4 words - CVC CVCC.• Retell stories in sequence story mapping.• Read Phase 4 words -CVC, CVCC, CCVC.• Give individual predictions of texts, events• Read aloud sentences consistent with their phonic knowledge.
Nursery		Reception	
LITERACY - WRITING	<ul style="list-style-type: none">• Finger gym activities and exercises to strengthen finger muscles• Encouraging large muscle co-ordination..• Climbing, swinging, messy play and parachute games.• Writing In a wide range of ways• Use a variety of materials to explore• Explore mark making/labelling• within the role play areas:• Post office – letters, stamps, parcels• Police station – provide clipboards and stamps• Hospital – prescriptions and appointment cards• Use our floor books for children to tell their own stories.• Use name cards to write some or all of their name.• To create their own booklets about animals• Write some letters accurately. Use the language ‘up, down, round, back etc.) to help them when writing.• Use name cards to write some or all of their name.		<ul style="list-style-type: none">• Give meaning to marks.• Begin to use some letters in writing• Verbally identify initial sounds• begin to use initials in writing.• Create labels and record for a purpose• Begin name writing.• Write our names with most letters correctly formed• Write short Phase 2 and 3 CVC words and captions.• Write short sentences.• Begin to write Phase 4 words and captions.• Begin to use conjunctions (and, because) in writing.• Write Phase 4 words -cvc, cvcc, ccvc.• Write simple sentences that can be read by ourselves and others. Some words are correctly spelt and some are phonetically plausible.• Use key features of narrative in writing• Write postcards from around the world.



Nursery		Reception	
MATHS	<ul style="list-style-type: none">• Subitising up to 3• counting in sequence (forwards, backwards, using actions and through songs and games).• counting objects, pointing out the last number.• Introducing basic shapes.• Counting objects, pointing out the last number.• Number games and collecting a specific number of items.• Finger numbers up to 5.• Linking numerals and amounts throughout the setting.• Sorting by size and capacity (vehicles and trucks).• Categorising by colour.• Explore numerals and number tracks.• Introduce real world mathematical problems with numbers up to 5 during, snack time, group time etc. Have a 'number problem of the day'.• Activities using simple visual comparisons introducing more than and fewer than.• Exploring 2D and 3D shapes.• Prepositions in real life contexts.• Talking about shapes and how their properties suit the purpose.• lengths and weights (vegetables, farm animals).• Encourage children to talk about what we did throughout the day using, 'first, then, next' language.• Link numerals to amounts.• Patterns from different cultures e.g fabrics. Introduce vocabulary to describe patterns.• Describe a pattern.• Copy a pattern.• Create musical patterns using clapping and stamping.		<ul style="list-style-type: none">• Numbers to 5 – recognising and counting.• Matching and sorting.• Comparing Mass, size and capacity.• Exploring simple patterns.• Begin to subitise.• Begin to use five frames.• Numbers to 5 – securing, number bonds to 5 writing, representing.• Representing 1,2,3.• Positional language.• Simple 2D shapes.• Use five frames confidently.• The part whole model to 5.• Numbers 10 10 – recognising and counting, subitizing, partitioning• Making pairs.• Time.• 10 frames.• Addition to 10• The part whole model to 10.• Money.• Combining two groups to find the whole.• Weight, length and distance.• Explore more complex pattern.• Numbers to 20 – recognising, counting, subitizing, partitioning.• First, Then, Now.• Taking away by counting back.• Doubling• Halving• Sharing odds and evens• Volume and capacity• My day



Nursery

- Understand that are same changes to the body as we grow.
- Talk about the senses as they explore.
- Family history – tree.
- Nursery Routines- chronological visual timetable.
- Exploring different materials
- Know how to grow fruits and vegetable to create food.
- Clothing for different weather/countries.
- Field work- larger school grounds
- Know the name of the city the school is located in.
- Days of the week - name some months of the year.
- Patterns – artist from the past (Romanian pattern artist from the past).
- What colours are in a rainbow?
- Understand that there are dangers around us and how to stay safe from electrical equipment, fire, sharp objects and medicines.
- Simple Maps.
- Road signs/Road safety.
- People who help us -looking into different occupations.
- Exploring figures from the past – female pirate Mary Read.
- Exploring plants including tropical plants.
- Understand the key features of the life cycle of a plant.
- Locating where traditional tales from around the world are found – mapwork.
- Life cycles and simple habitats.
- observe and talk about farm animal ls moving around.
- know about milk, eggs, meat, wool.
- Hot climate animals-safari animals.
- British animals and birds.
- Begin to understand pollution
- Transport -how do they move in the air, land and sea?
- Floating and sinking.
- Vehicles from the past – comparing now and then.
- History of land transport.
- Talk about fun memories of our current class.
- look over past photos of their time together.

Reception

- Autumn/Harvest where does food come from - how do we grow food?
- Darkness is the absence of light - light sources – natural and man made
- Nocturnal and Diurnal Animals.
- Reduce, Reuse, Recycle
- Extinction and fossils.
- Growth and change
- Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly & ladybirds
- Floating and sinking – predict and investigate
- Look at basic aerial map and draw a simple map.
- Know about the features of my own immediate environment.
- Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?
- Look at aerial views and comment on buildings, open space, roads and other simple features.
- Talk about some of the things I have observed such as plants, animals, natural and found objects.
- Polar adventures - cold countries.
- Land features – mountains, rivers, lakes, beach, caves, volcanos
- Understand that water can flow into rivers and then into oceans
- Recognise similarities and differences between other families
- Immigration - how we all come from all over the world.
- Houses from the past Looking at pics from the past – Kingsbury from the past
- Believes, different believes, Celebrate special times.
- Christmas Toys – Past and Present.
- Know that there are real and fictional story characters from the past.
- Know that there are different types of clothes and that they looked different a long time ago.
- People who inspire us from around the world male ballerinas, female footballers.
- Climate change over time.
- How has the forest change over time?
- How were forests and jungles used by humans in the past?
- Seaside- comparing now and then.
- Different types of boats including those from the past.



EXPRESSIVE ARTS & DESIGN (EAD)		Nursery	Reception
		<ul style="list-style-type: none">• Explore different materials using all of their senses to investigate them. Manipulate and play with different materials.• Engage in variety of role play experiences.• Explore colour mixing and talk about the differences between colours.• Explore different materials freely. Begin to plan to build with a purpose in mind.• Explore how to join material together.• Begin to draw from their imagination and from observations.• Begin to add details to their drawings by selecting interesting objects to draw and by point out key features and discussing them. For example, a horse has four legs, a mane and two eyes.• Explore a range of different emotions. Begin to show different emotions within their drawings and paintings.• Engage in daily singing and rhyme time.• Explore and use a variety of percussion instruments through phonic acquisition and free exploration.• Learn a variety of songs and move to the music/songs.• Begin to develop their 'singing voice' using a range of pitches. Engage in pitch matching activities.• Begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities. Begin to create songs and rhymes.• Play, share and perform a wide variety of music and songs from different cultures and historical periods, for example music from around the world.	<ul style="list-style-type: none">• Explore natural resources to create art.• Self-portraits and family portraits.• Build models using construction equipment.• Junk modelling, take picture of children's creations and record them explaining what they did.• The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.• Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.• Making a stick man using natural objects.• Make different textures; make patterns using different colours.• Children will explore ways to protect the growing of plants by designing scarecrows.• Rubbings of leaves/plants.• Collage-farm animals / Making houses. Pastel drawings, Life cycles, Flowers-Sun flowers (Van Gogh).• Junk modelling, houses, bridges boats and transport.• Provide children with a range of materials for children to construct with.• Create collaboratively: making 3d ladybird shells: papier mache: working in pairs.• Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.• Making models from recycled materials: link to keeping our sea clean.• Sing familiar nursery rhymes.• Moves to the sounds of instruments.• Sing entire songs.• Sing melodic shape – e.g up down, up down.• Describe changes in music and compare pieces.• Combines moving, singing and playing instruments.• Tap rhythm to accompany words.• Explore different sounds – instrumental, body and vocal.• Participate in a concert and listen closely to musicians in an orchestra.• Explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music.